

Hervey Bay Special School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Hervey Bay Special School** from **7 to 9 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Glenn Gatehouse	Peer reviewer
Clare Grant	External reviewer

1.3 Contributing stakeholders

Consultation



Total of 83 interviews



9 community members and stakeholders



46 school staff



16 students



12 parents and carers

1.4 School Context

Indigenous land name:	Butchulla We acknowledge the shared lands of the Butchulla nation and the Butchulla people.
Education region:	North Coast Region
Year levels:	Prep to Year 12
Enrolment:	83
Indigenous enrolment percentage:	15.6%
Students with disability percentage:	100%
Index of Community Socio-Educational Advantage (ICSEA) value:	936

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **31 July to 2 August 2019**. The school's enrolment at the time of the review was 114 with an Indigenous enrolment of 18% and a student with disability enrolment of 100%.

The key improvement strategies recommended in the review are listed below.

- Refine and embed the Explicit Improvement Agenda (EIA) and strategically plan achievable strategies and regular monitoring and review for effectiveness. (Domain 1)
- Collaboratively review the school's values, vision and motto to guide the future directions of the school. (Domain 1)
- Develop and communicate a whole-school curriculum plan aligned to all areas of the Australian Curriculum (AC) for Prep to Year 10, and Queensland Curriculum and Assessment Authority (QCAA) Guideline for Individual Learning (GIL) and students' QCAA curriculum plans in Years 11 and 12. (Domain 6)
- Build on the capacity of teachers to enable the consistent planning and use of differentiated strategies to maximise engagement and access to learning area content for all students. (Domain 7)
- Formalise increased opportunities for teachers to work and learn together to build a culture of collaboration across the school. (Domain 5)

2. Executive summary

2.1 Key affirmations

Students describe that the best feature of the school is the kind staff.

Students describe their teachers and teacher aides as kind, caring and fun. Students articulate they feel safe and enjoy coming to school each day. It is apparent that there is genuine care and respect between staff and students. Many parents share their appreciation for the way in which staff interact with their child and discuss that their child loves coming to school every day. Many parents articulate that the school has been willing to work with them to enhance the life quality of their child by tailoring fit-for-purpose solutions to overcome barriers to access and participate in learning. Staff and parents express that communication has improved greatly in recent times. Parents articulate that they are kept well informed of their child's progress.

The leadership team has facilitated the development of a significant suite of strategic documents that drive practice.

It is apparent that the intent and details of strategic documents are being enacted across the school. Strategic documents are designed to provide ways of working that are professionally presented, efficient, user-friendly, and aimed at driving consistency across all classrooms. Strategic documentation includes implementation plans, actionable playbooks, curriculum templates, whole-school frameworks, inquiry cycles, and roles and responsibilities statements.

Many staff members comment that there is a positive shift in staff morale.

Staff acknowledge that the new direction has been challenging and that they are confident that the work is the right work into the future. The leadership team is committed to building a collaborative culture of educational excellence evidenced by high student engagement, learning and achievement. The school is a welcoming and attractively presented environment. Teachers and the leadership team discuss that they have high levels of trust in the capability of teacher aides. Most teachers express high levels of confidence in the current leadership team. They articulate appreciation for the continual growing sense of professionalism within the school.

Leaders prioritise the use of school-developed evidence to inform strategic priorities and monitor the impact of initiatives aligned to the improvement agenda.

Leaders identify the importance of having reliable, relevant and timely data to inform teaching and learning pathways of all students. Teachers discuss that they regularly engage in the analysis and discussion of data pertaining to individual students, cohorts and whole-school profile. It is apparent that teachers have a strong understanding of individual student learner profiles. A detailed data plan clearly outlines the expected monitoring tasks and tools, diagnostic and standardised data to be collected and used across the year. Teachers discuss a deep understanding of how this data is expected to be used and the key accountabilities of staff members associated with the collation and application of data.

A highly effective process to formulate Individual Curriculum Plans (ICP) is developed.

Determining access points for ICPs is supported by a Curriculum Decision Making Framework. This process identifies learner strengths that are included in the development of a student Individual ICP Evidence Chart, creating a comprehensive snapshot of a learner profile and with a clear connection to the intended curriculum. Teachers articulate that they feel confident when meeting with parents to discuss ICPs with this information. Some parents comment that the user-friendly ICP and the associated ICP Evidence Chart enrich conversations regarding their child's progress.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Refine the key strategic actions identified in strategic planning documents to promote a deep, sustained focus on embedding school improvement practices and processes.

Domain 8: Effective pedagogical practices

Develop agreed upon approaches to pedagogy, with consideration of the curriculum, the learning and the learner so every student realises their potential.

Domain 6: Systematic curriculum delivery

Develop a systematic process that strengthens post-school pathways for senior students to be ready for the future and their individual 'next steps'.

Domain 2: Analysis and discussion of data

Collaboratively establish transition processes with the local Early Childhood Development Program (ECDP) to promote an evidence-informed, seamless transition into school for Prep students and their families.